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ABSTRACT

This study is the first of a larger research program aimed at identifying and parameters affecting the selection of, completion of, and achievement in correspondence study. A 15-item questionnaire and a cover letter which explained the project were mailed to 486 students who were enrolled in at least one correspondence course. Only 134 of the questionnaires were filled in correctly and returned. Three items of data were coded onto the questionnaires as they were returned: sex of student, number of lessons completed, and number of lessons in the correspondence course. The first four items measure students' reactions to their courses of study and to correspondence study in general. Results from Item 2 show that 64% of the student rated the courses Interesting or Very Interesting, while 15% rated the courses as Uninteresting or Very Uninteresting. Responses to Item 5 indicate that about one third of the respondents did not establish a lesson completion schedule for their course. Results from Items 6 and 7 show that most students would not have welcomed help by the Correspondence Office in establishing and administering any type of lesson schedule. Recommendations include: (1) That each correspondence course prepared by university instructors be evaluated by peers of the instructor; and (2) That materials be prepared which will enable a student to plan his study schedule. (CK)

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AN EXPLORATORY STUDY OF CORRESPONDENCE STUDENTS

by

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Spring, 1971
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Table of Contents

I. Introduction 2

II. Methods. 3

III. Results. 4

A. Analysis of questionnaire items. 4

B. Factor analysis of reasons for taking courses. . . 9

IV. Conclusions and Discussion 13

A. Reaction toward courses and procedures 13

B. Reaction toward innovation in correspondence study. 14

C. Reasons reported for taking and completing correspondence study 16

D. Special populations of students. 18

V. Recommendations. 20

Appendix A

Appendix B

Introduction

This study was designed, conducted and reported through the Correspondence Courses Office of the Division of University Extension. It is the first of a larger research program aimed at identifying the parameters affecting the selection of, the completion of, and achievement in correspondence study. The data which are compiled and discussed in this report represent the efforts of Paul Tippy, Head of Correspondence Courses and Thomas H. Anderson, Educational Researcher, to answer several questions related to correspondence study. A survey method of inquiry was used to collect data in typical correspondence fashion, via the U.S. mail. Most conclusions drawn from the data are tentative in nature and need additional experimental work.

Methods

A 15-item questionnaire and a cover letter which explained the project were mailed to 486 students who were then enrolled in at least one correspondence course. See Appendix A. The sample was chosen by selecting every eighth student from the enrollment of approximately 3500 students. While this sampling procedure is not recommended for inferential experimental studies, the relative administrative ease of preparing the materials while using this method, and the close approximation of this procedure to that of simple random sampling warranted its use in this case.

The students were instructed to complete the questionnaire and return it within one week, or to return it with their next correspondence lesson. Evidently neither of these options had much appeal because only 134 of them were filled in correctly and returned. Although prior plans had been made to mail follow-up letters to students who had not returned the questionnaire within a two week time interval, no such action was taken since the returned questionnaires were thought to be representative of the population.

Results

Detailed results from each questionnaire item are presented below. In addition, three items of data were coded by Correspondence Office personnel onto the questionnaires as they were returned. These items were: 1) sex of student, 2) number of lessons completed and 3) number of lessons in the correspondence course.

Results from these items show:

1. Sex of respondents: Male = 46%, Females = 54%
2. Number of lessons completed by respondents:

0	1-3	4-6	7-9	10-12	13-15	16-18	More than 18
18%	18%	20%	11%	13%	8%	4%	8%

3. Number of lessons in courses being taken by respondents:

9-11	12-14	15-17	18-20	21-25	26-35	More than 35
5%	25%	25%	12%	17%	11%	5%

Analysis of Questionnaire Items

Listed below are the items and the corresponding alternatives as they were presented in the questionnaires. The percent of students responding to each alternative is listed below the corresponding alternative.

Item 1: How difficult is the course?

A) Easy	B) Difficult	C) Very Difficult	D) Impossible
11%	68%	16%	4%

Item 2: How interesting is the course?

A) Very Uninteresting	B) Uninteresting	C) Neutral	D) Interesting	E) Very Interesting
9%	6%	21%	47%	17%

Item 3: Do you plan to take another correspondence course after completing your present course(s)?

A) No	B) Very Doubtful	C) Only if I need to	D) Yes
17%	11%	21%	50%

Item 4: Please rate the value of the instructor's comments.

A) Not Helpful	B) Somewhat Helpful	C) Helpful	D) Very Helpful
6%	23%	49%	22%

Item 5a: Did you set-up your own lesson completion schedule for your correspondence course?

A) No	B) Yes, but did not write it down	C) Yes, wrote one down in formal fashion
36%	59%	9%

Item 5b: Are you on schedule or have you fallen behind?

A) Behind and cannot catch up	B) Behind but can catch up	C) On schedule
15%	65%	20%

	No	Maybe	Yes
Item 6. Would you like to establish a personalized lesson completion schedule and have the Correspondence Courses Office remind you if you fall behind your schedule?	60%	22%	18%
Item 7. Would you be willing to pay for the mailing and handling charges for a service such as the one mentioned above? (about $5.00 extra)	70%	14%	16%
Item 8. Do you think that it would help your comprehension of lesson materials if you could listen to comments from your lesson-graders?	36%	23%	41%
Item 9. Do you think you would benefit more from the use of taped (audio) evaluations of your lessons, compared to the written evaluation now employed?	39%	26%	35%
Item 10. Do you think that an occasional meeting with a professor in your correspondence study area would be beneficial?	13%	26%	61%
Item 11. Would you be willing to travel to the Champaign-Urbana campus or perhaps to a regional center and meet with such a person?	30%	25%	45%
Item 12. Do you think that 'meeting with' someone else who is taking the same course concurrently with you would aid you in studying?	38%	32%	30%
Item 13. If you knew the names, addresses and phone numbers of other students in your geographical area taking the same correspondence course, would you meet with them in a joint study effort?	33%	41%	26%

Item 14. Are there any individuals -- family members, friends, instructors, an employer, etc. who are especially helpful to you in the course and/or who give you special encouragement to complete the course?

Use the space below or on back of the page to list these individuals (not necessarily by name) and to describe the type of assistance you receive.

Results from Item 14 were lsited in verbative form and the following categorizations were made:

1. 86% of the students answered the question.
2. 59% of those who answered the question, reported that they receive no special aid or encouragement from anyone.
3. 77% of those who received aid or encouragement, received it from spouses, parents or children. The remaining 23% receive aid from friends, professors, librarians, fiancés, counselors, employers, etc.

See Appendix B for complete list of responses to Item 14.

Item 15a. Listed below are several reasons why students choose to take correspondence courses rather than 'live classroom' courses like those offered on the University of Illinois campuses or in regional centers. Please indicate how important or unimportant each of the following factors was in your choice of correspondence study:

	Not at all Important	Somewhat Important	Important	Very Important
1) All factors considered, the relative inexpensiveness of correspondence study. . . .	42%	29%	18%	12%
2) Opportunity for independent study at individual pace. .	15%	24%	24%	37%
3) Fear of resident study due to current student activism and unrest.	96%	3%	1%	0%
4) Possibility of earning a better grade in certain courses through correspondence study.	71%	22%	7%	0%
5) Pressure to earn specific course credit in a minimum of time.	43%	19%	19%	19%
6) More efficient use of study time.	31%	33%	16%	20%
7) Opportunity to gain or regain confidence in academic abilities without pressures of classroom competition. .	66%	10%	13%	11%
8) Opportunity to further develop abilities and cultural interests. . . .	22%	19%	24%	35%
9) Opportunity for special individualized attention from the instructor.	52%	36%	13%	9%
10) Pressures from family and/or friends for greater intellectual involvement.	77%	13%	7%	3%
11) Economic pressures related to the job or profession . .	54%	16%	18%	12%

Item 15b: What was the most important reason?

Reason Number	1	2	4	5	6	7	8	9	10	11
Percent of Responses	5.7	24.2	9.2	21.8	5.7	8.5	18.4	1.3	1.3	5.7

Factor Analysis of Reasons for Taking Correspondence Courses

The results of Item 15a were further analyzed by a factor analytic method. Responses to each of the eleven items were coded as a '4' if the reason was Very Important, a '3' if the reason was Important, a '2' if the reason was Somewhat Important and a '1' if the reason was Not At All Important. Product-moment correlation coefficients were computed among the coded responses to form a correlation matrix. Possible patterns within the matrix were represented by four factors based on the restrictions of a principal component factor analytic model. The factors were further restricted by performing a varimax factor rotation procedure, commonly employed to 'clean-up' the factor weightings.

Table I shows the item weightings of the four factors:

Table 1

Item Weightings of Four Factors Extracted
from Eleven Reasons for Taking Correspondence Courses

Reason	Factor 1	Factor 2	Factor 3	Factor 4
1	.03	.58*	.04	.15
2	.13	.73*	.30	-.28
3	.68*	.07	-.08	-.20
4	.82*	.09	.02	.12
5	.12	.23	-.81*	.17
6	.27	.72*	.01	.00
7	.64*	.14	.21	.13
8	.12	.30	.73*	.03
9	.15	.27	.58*	.20
10	.28	-.20	.14	.74*
11	.16	.18	-.09	.72*

*Indicates those weightings which have absolute values of .6 or greater.

A summary of Table I shows that:

1) Factor 1 is primarily composed of these Reasons:
   a) fear of resident study due to current student activism and unrest,
   b) possibility of earning a better grade in certain courses through correspondence study, and
   c) opportunity to gain or regain confidence in academic abilities without pressures of classroom competition.
2) Factor 2 is primarily composed of these Reasons:
   a) all factors considered, the relative inexpensiveness of correspondence study,
   b) opportunity for independent study at individual pace, and
   c) more efficient use of time.
3) Factor 3 is primarily composed of these Reasons:
   a) pressure to earn specific course credit in a minimum of time,
   b) opportunity to further develop abilities and cultural interests, and
   c) opportunity for special individualized attention from the instructor.
4) Factor 4 is primarily composed of these Reasons:
   a) pressures from family and/or friends for greater intellectual involvement, and
   b) economic pressures related to the job or profession.

When the factors are considered in rank order of importance as indicated by an average of the responses from each Reason specified in the above summary, this order is obtained:

Index of Importance	Factor Number
2.3	2
2.2	3
1.6	4
1.4	1

A discussion of the rank ordering will follow in subsequent sections.

Conclusions and Discussion

Reactions Toward Courses and Procedures

The first four items measure students' reactions to their courses of study and to correspondence study in general. For example, 20% of the respondents rated the courses as very difficult or impossible while 11% rated the course as easy. A possible inference is that those students who rate a course as being very difficult or impossible will probably never complete the course. A longitudinal study of these students will provide a test of this hypothesis. Even if this hypothesis were true, only 1/3 of the present attrition rate would be accounted for by ratings of course difficulty, so evidently there are other potential indicators of attrition.

Results from Item 2 show that 64% of the students rated the courses Interesting, or Very Interesting while 15% rated them as Uninteresting or Very Uninteresting. Twenty-one percent remained neutral on this probe. These results suggest that approximately 36% of the students were not challenged by their respective correspondence courses. Perhaps this is the result of several 'poor' courses, or maybe certain general characteristics of correspondence study fail to reach the academic interest of about 1/3 of the students. This question is researchable and additional analyses may provide more insight into its resolution.

A reasonable question concerning the results of Items 1 and 2 is whether the 20% of students in Item 1 who rated the course Very Difficult or Impossible, are the same students who rated the course Uninteresting in Item 2. In other words, was there a significant dependency relationship between ratings of difficulty of a course and ratings of interest in a course. When these two variables were cross-tabulated and chi-square tests of statistical significance applied to the results, the conclusions support the idea that there was no strong positive relationship between ratings of interest and difficulty of a correspondence course ($x^2 = 11.6$ with 12 degrees of freedom).

Table 2

A Comparison of Course Difficulty with Interest in the Course

Interest in course	Course difficulty: easy	difficult	impossible	totals
uninteresting	2	15	2	19
neutral	2	24	1	27
interesting	10	72	3	85
totals	14	111	6	131

Consider the 20% who rated the course Very Difficult or Impossible. Only 25% of these students also rated the course as Uninteresting while 64% of them rated the course as Interesting or Very Interesting. It is clearly evident that ratings of difficulty and interest were not strongly dependent variables in correspondence study.

The results of Item 3 suggest that approximately 50% of the students who were taking correspondence courses were planning to take additional courses. Only 28% of the students expressed strong reservations about continuing in correspondence study and, perhaps, many of them indicated they would not do so because their educational objectives were being met by completing the present course.

Data from Item 4 suggest that the instructor's comments were helpful for most correspondence students. While 6% indicated that they were not helpful and 23% had some reservation about their helpfulness, the overwhelming conclusion is that present procedures be maintained. Perhaps other techniques may be more beneficial, but at present the constructive participation of instructors appears to be quite desirable.

Reactions Toward Innovations in Correspondence Study

Responses to items 5a and 5b show that about 1/3 of the respondents did not establish a lesson completion schedule for their course. From those students who did establish a schedule, only 9% indicated they wrote

one down in formal fashion. It appears surprising that students would engage in an activity which requires an extended period of time (approximately one year) for completion and rather complicated content organizational patterns (such as in a history or geography course), and not establish a method of anticipating and recording progress. Perhaps the need for personal and content organization is not apparent to students when they begin a correspondence course, and that materials to aid in this process should be furnished to new students. This topic will be discussed further in a later section of the report.

Those students who said they had established some type of schedule were asked to indicate their present status. Only 20% reported they were on schedule, while 15% reported they were behind schedule and could not catch up. Perhaps those who were behind schedule were unrealistic when they conceived their schedules. They may not have realized how time consuming some lessons are or how long it takes to have a lesson returned after being submitted for the instructor's comments.

Results from Items 6 and 7 show that most students would not have welcomed help by the Correspondence Office in establishing and administering any type of lesson completion schedule. The reluctance of students to respond in the affirmative to this suggestion is rather puzzling, and additional data will be required to understand the underlying reasons. For example, if such a system were implemented, any educational advantages might outweigh the apparent potential hostility on the part of students.

When students were questioned about the use of audio feedback from the lesson graders (Items 8 and 9), about 1/3 of them reacted negatively, and only 41% indicated strong interest in the use of this medium. Results from Items 10 and 11 show that 61% would like to meet occasionally with a professor (while 13% preferred not to), and 30% indicated they think that 'meeting with' someone else who was taking the course concurrently with them is a good idea.

The preference order of the above mentioned possible innovations in correspondence study was:

1. An occasional meeting with a professor,

2. Audio feedback from the lesson grader,
3. Meeting with other students, and
4. Establishing lesson completion schedules.

The rank ordering of these preferences suggests that contact with an authority in the content area is more desirable than contact with fellow students. This could result from educational inertia, in that most students are educated in a setting where personal contact with an instructor is the most prominent interaction, and to choose that familiar setting is to be expected. An experimental test of this suggestion might show whether the instructor is as important in correspondence study as students appear to suggest. Perhaps the second ranked innovation of providing audio feedback is worth considering since another dimension of instructor feedback can be provided to the student and still retain the current 'correspondence' framework, i.e. interaction of educational ideas by mail!

Reasons Reported for Taking and Completing Correspondence Courses

Analyses of Items 14 and 15 allow considerable insight into reasons why students take and complete correspondence courses. With reference to Item 14, it was hypothesized that successful correspondence students are those who have 'a person' in their immediate environment who serves as a motivator.

Results from Item 14 show that only 36% of the respondents listed individuals who were especially helpful. Of the 36%, approximately 77% reportedly received help from members of the immediate family such as spouse, parents or children. The remaining 23% received help from friends, professors, librarians, finacés, counselors and employers. These results cannot be used to test the hypothesis, i.e. that successful correspondence students are those who have 'a person' in their immediate environment who serves as a motivator, since there is no way to measure success - yet! Within several months, the progress of these students will be investigated and some decision may be forthcoming concerning this hypothesis.

It is interesting to note that the percentage of students who report having received aid and encouragement (36%) is very close to the percentage of students who successfully complete correspondence courses. If these two similarly sized groups contain the same individuals, then an important dimension of correspondence study will have been uncovered.

As shown in the Results, four factors were extracted from the list of Reasons given in Item 15. In addition an index of "Important" was computed and the factors were ranked in the following order, numbers 2, 3, 4, 1. To give these indices additional meaning, the factors need a label or content description. This is commonly done by inspecting the types of items which compose the factor, and devising a label that encompasses the meaning in most or all the items. For example, Factor 1 is primarily composed of these Reasons:

a) fear of resident study due to current student activism and unrest.
b) possibility of earning a better grade in certain courses through correspondence study, and
c) opportunity to gain or regain confidence in academic abilities without pressures of classroom competition.

A suggested label which encompasses these reasons and reflects a commonality is, perhaps, 'insecurity concerning resident study.' In other words, among the reasons some people chose correspondence study is that they were afraid of residence study. It will be noted however that this factor was the least important among the four which were extracted.

The complete list of factor labels are given below in order of importance:

Factor Number	Label
2	The opportunity for independent and non regimentated study.
3	The flexibility of making and changing educational goals.
4	External environment pressures.
1	Insecurity concerning resident study.

Perhaps the most unanticipated finding in the Results is the fact that Factor 2 heads the list. It seems intuitively reasonable that Factor 4 would be rated more important than other factors, since it is commonly thought

that many people take correspondence study to 'conveniently' meet the requirements of school boards, employers and/or degree programs. Either intuitive reasoning has been disproven or the sample under consideration was not representative of the population.

Surveys in the future should use the above analysis as a guide for selection and distribution of items concerning Reasons for Taking Correspondence Courses. If these factors prove to be applicable for a large number of correspondence students, then administrative decisions concerning correspondence study may reflect the current data based on reasons why students choose correspondence study.

Special populations of students

An interesting populations of students was identified using results from Items 8, 10 and 12. A chi-square test of dependence between two variables was applied to the three combinations of Item 8 vs. Item 10, Item 8 vs. Item 12 and Item 10 vs. Item 12. It will be remembered that Item 8 was concerned with using audio feedback, Item 10 was concerned with an occasional meeting with the instructor and Item 12 was concerned with occasional meetings with other students.

In each comparison, the chi square test statistic was significant at the .05 level, which means that there was a tendency for the same people to support or not to support each of the above mentioned innovations. About 10% responded 'no' to all three innovations. In order to generate some ideas concerning the so-called 'no' group, consider these hypothetical characteristics. The 'no' group is composed of a hard-core, independent type who is the stereotypic correspondent student. This student may live a long distance from the campus, has taken several correspondence courses in sequence, may never have had a satisfying residence experience in higher education, and probably will never obtain a higher education degree. Significantly perhaps, this group of students is small (approximately 10%), although not small enough to ignore when making administrative decisions.

In a similar manner, consider the so-called 'yes' group which indicated a 'yes' to all three innovative items. This group is probably a hodgepodge of students who have many or all of these characteristics:

1) they have had some successful experience in higher education, 2) they are probably somewhat dissatisfied with correspondence study, 3) they are encountering difficulty in meeting course standards or, perhaps, completing lessons and 4) they are more anxious about the course grades than are other students. This is a sizeable group and it probably represents the greatest challenge in providing a satisfying correspondence program.

Recommendations

1. It is recommended that each correspondence course prepared on contract by University of Illinois instructors be evaluated by peers of the Instructor, graduate students and potential users of the course before being used in the curriculum. The hypothesis is that poorly designed courses contribute to the fact that 1/3 of the students are not being challenged by their courses.
2. It is recommended that the present method of instructor participation in the grading of lessons be continued until additional methods are shown to be superior.
3. It is recommended that materials be prepared which will enable a student to plan his study schedule from the time he submits his first lesson until he receives his final grades. This task requires the organization of certain data which will give the student an accurate estimate of what other typical, successful students have done in that course, such as 'lesson-turn-around time', the preparation time for each lesson, and the time to study for, administer and grade the final exam.
4. It is recommended that an experimental version of lesson-grading via cassette audio tapes be implemented. A rough draft for such a study is forthcoming from Tom Anderson, Paul Tippy and Charles K. West, Associate Professor of Educational Psychology.
5. It is recommended that a supplement be added to the application form providing more biographical and educationally relevant data from each student. Data concerning reasons for taking correspondence courses indicate extreme heterogeneity, which makes achievement prediction a strong possibility. Consultants from the College Entrance Examination Board are currently assisting with this problem.

Appendix A (page 1 of 4)

Questionnaire Used in Study

Appendix A (page 2 of 4)

Division of University of Illinois Extension
Correspondence Courses
104 Illini Hall
Champaign, Illinois 61820

(Circle the most appropriate alternative in each question)

1. How difficult is the course? Is it.	Easy	1	(31)
	Difficult	2	
	Very difficult	3	
	Impossible	4	
2. How interesting is the course? Is it.	Very uninteresting	1	(32)
	Uninteresting	2	
	Neutral, so-so	3	
	Interesting	4	
	Very interesting	5	
3. Do you plan to take another correspondence course after completing your present course(s)?	No	1	(33)
	Very doubtful	2	
	Only if I need to	3	
	Yes	4	
4. Please rate the value of the instructor's comments . . .	Not helpful	1	(34)
	Somewhat helpful	2	
	Helpful	3	
	Very helpful	4	
5a. Did you 'set-up' your own lesson completion schedule for your correspondence course?	No	1	(35)
	Yes, but did not write it down	2	
	Yes, wrote one down in formal fashion	3	
5b. Are you on schedule or have you fallen behind?	Behind and cannot catch up	1	(36)
	Behind but can catch up	2	
	On schedule	3	

Appendix A (page 3 of 4)

(Circle a number for each category)

		Yes	Maybe	No	
6.	Would you like to establish a personalized lesson completion schedule and have the Correspondence Courses Office remind you if you fall behind your schedule?	3	2	1	(37)
7.	Would you be willing to pay for the mailing and handling charges for a service such as the one mentioned above?(about $5.00 extra)	3	2	1	(38)
8.	Do you think that it would help your comprehension of lesson materials if you could <u>listen</u> to comments from your lesson-graders?	3	2	1	(39)
9.	Do you think you would benefit more from the use of taped (audio) evaluations of your lessons, compared to the written evaluation now employed?	3	2	1	(40)
10.	Do you think that an occasional meeting with a professor in your correspondence study area would be beneficial?	3	2	1	(41)
11.	Would you be willing to travel to the Champaign-Urbana campus or perhaps to a regional center and meet with such a person?	3	2	1	(42)
12.	Do you think that 'meeting with' someone else who is taking the same course concurrently with you would aid you in studying?	3	2	1	(43)
13.	If you knew the names, addresses and phone numbers of other students in your geographical area taking the same correspondence course, would you meet with them in a joint study effort?	3	2	1	(44)

14. Are there any individuals -- family members, friends, instructors, an employer, etc. who are especially helpful to you in the course and/or who give you special encouragement to complete the course?
Use the space below or on back of the page to list these individuals (not necessarily by name) and to describe the type of assistance you receive.

Appendix A (page 4 of 4)

15a. Listed below are several reasons why students choose to take correspondence courses rather than 'live classroom' courses like those offered on the University of Illinois campuses or in regional centers. Please indicate how important or unimportant each of the following factors was in your choice of correspondence study:

(Circle a number for each category)

	Very Important		Somewhat Important	Not at all Important	
1) All factors considered, the relative inexpensiveness of correspondence study.	4	3	2	1	(45)
2) Opportunity for independent study at individual pace.	4	3	2	1	(46)
3) Fear of resident study due to current student activism and unrest . .	4	3	2	1	(47)
4) Possibility of earning a better grade in certain courses through correspondence study	4	3	2	1	(48)
5) Pressure to earn specific course credit in a minimum of time.	4	3	2	1	(49)
6) More efficient use of study time . .	4	3	2	1	(50)
7) Opportunity to gain or regain confidence in academic abilities without pressures of classroom competition.	4	3	2	1	(51)
8) Opportunity to further develop abilities and cultural interests . .	4	3	2	1	(52)
9) Opportunity for special individualized attention from the instructor.	4	3	2	1	(53)
10) Pressures from family and/or friends for greater intellectual involvement.	4	3	2	1	(54)
11) Economic pressures related to the job or profession.	4	3	2	1	(55)
Other(s):					
12) _____ . . .	4	3	2	1	(56)
13) _____ . . .	4	3	2	1	(57)

15b. What was the most important reason? It is No.___ from the above list. (58)

Appendix B (page 1 of 4)

Verbatim Responses to Item 14 of the Questionnaire

Appendix B (page 2 of 4)

Verbatim Responses to Item 14 of the Questionnaire

1. My major is economics; I have the benefit of the economics department at U of I Chicago Circle.
2. I receive some encouragement to continue working on my course from my husband.
3. I get steady encouragement from my wife to keep at it and try to get it over with by Christmas, which is when I will finish college work.
4. My boy friend who encouraged me, but I receive no assistance from anyone.
5. Some friends are willing to help, but I need assistance on nearly every problem as I feel the text is inadequate.
6. Husband interested in history, very encouraging.
7. My husband: if I haven't said anything about the course for a while he asks how far I am. If I am not sure about an answer or want to think out loud, I talk to him and discuss what I think may be an answer. He has taught at the college level so he has experience to draw on for an education course. He does not give me answers. Rather he guides my own sometimes jumbled thoughts into more coherent channels.
8. My husband keeps after me to finish because I kept after him with his!
9. One fellow employee, a former math-major at Brooklyn College who has attempted to help me with some concepts I find difficult.
10. Husband - sometimes explains the goal in a lesson.
11. The black man I'm dating is very helpful in giving me some insight on the problems black people face and in helping me to view things with a black outlook. Everything I've read in the course about urban problems he had already run down to me.
12. Regular instructor (comments very helpful).
13. Not necessarily.
14. My son and my husband.
15. No one really gives me <u>special</u> encouragement.
16. No assistance available.
17. Yes, my husband usually listens to my themes before I mail them, and offers suggestions or comments.
18. My husband is most helpful to me. He understands this sort of thing and explains it to me.
19. I have found that if I allow someone to help me excessively it is hard to distinguish their work from mine. When I need help I usually approach the local librarian with my problem. She is also a great help in procurring research material.

20. There are none.
21. Father - helped me organize responses to questions.
22. Friends, who have a college education, were most helpful with studying either correspondence courses or junior college courses and gave me much encouragement to complete them.
23. My husband encourages me to finish the course so I don't waste the money spent on tuition and books. Also so I don't lose the time I've already spent on the course.
24. My husband and his aunt encouraged me to take this course. They encourage me to complete it, but they don't actually help me with it. I did discuss the answers I thought were correct with my husband and explained why I got them. He seemed to agree, but then he knows nothing about the course, so he wasn't really helpful -just reassuring.
25. Husband -- encourages lesson completion.
26. Husband encourages me to finish course as do my parents.
27. No one presently helping me with this course. I hope in the future to find someone, some where, some how.
28. Wife -- she assists in more or less urging me to keep at the course -- also all typing is done by her.
29. My mother -- she was a History major. Even she finds the course impossibly difficult.
30. Really receive no assistance.
31. The mathematics teacher who helped me over some real difficult problems I couldn't get.
32. Psychology teachers at school.
33. My wife.
34. Husband -- gives encouragement to continue education, but no assistance. Other family members are encouraging but not qualified to assist as husband would be.
35. Wife -- encourages me to finish the course.
36. My family of husband and two boys have been very encouraging and proud of my progress. They've kept me going. Friends at church are very interested, giving praise for what they think is impossible. The staff at school is solidly behind me.
37. I get encouragement from friends and my counselors.
38. Husband, parents and child always remind me to 'get on those lessons.'
39. My husband gives me the encouragement and stimulation need to keep me working on the course.
40. My husband offers encouragement and will probably help me if I get stuck on a problem but it will benefit me much more if I do the actual work myself.

Appendix B (page 4 of 4)

41. My husband asks me constantly if I am on schedule. His persistence probably was the reason for me being ahead of my personal schedule. In previous courses I kept my schedule alone but was never ahead.

42. Yes -- boss insists that I finish course.

43. My husband helps encourage me and my mother who constantly asks when I will graduate.

44. Yes, my husband is a Peruvian and he helps me by encouraging me to speak the language.

45. A friend of mine and I registered together. We worked on the lessons together. This way we could share a set of books. When ready to answer the questions we could debate them among ourselves.

46. Yes, my daughter teaches at city college.

47. Wife, making me do lessons and help type them up.

48. My fiance gave me special encouragement. He wants me to graduate earlier. He assists only by telling me to study.

49. My father and mother and father-in-law and mother help me by gently keeping the pressure on to finish school. My husband helps by listening to me read the lessons I'm about to send in and by not demanding a meal when I'm in the middle of writing a lesson or finishing a chapter. My professor helps by noticing where I'm writing from, it makes me feel like someone is really reading my stuff.

50. My husband. He is interested in everything I do. My daughter. She has read so many books and seems to have a good memory on them.

51. My friend, a teacher, encouraged me to enroll in the course and gives me encouragement that I have the ability to perform well when I feel the lesson is too hard. She is more of an ego builder than a technical advisor.

52. A friend is taking a political science correspondence course and this gives me some encouragement to try and finish this course and I also give her encouragement, as she is just about ready to give up after receiving two "C" grades on hard worked lessons.

53. My parents have especially given me encouragement to complete the course.

54. Husband -- asks about course -- what chapters are about. Parents ask how course is coming and encouragement to finish.

55. Sixty-one (61) students answered with 'no'or 'none'.

115 answered questions
19 did not

134 total

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